**109ED Scoring Guide**

**Students who successfully complete 2 Area A courses will be able to:**

**Outcome 1: Produce writing that demonstrates the ability to conduct inquiry in specific contexts using appropriate sources (e.g., academic and non-academic sources; digital and print sources) and methods.**

Focus:

* Identifying and assessing scholarly conversations that are taking place around a topic or issue in education
* Formulating research questions that intervene in or report on these conversations
* Analyzing methodologies and forms of inquiry appropriate to the education/teaching profession
* Considering research questions, using specific databases, identifying reliable research, and analyzing sources for academic rigor and relevance

**The submission:**

Identifies and assesses diverse scholarly conversations that are taking place around a complex topic or issue in education

Identifies and assesses scholarly conversations that are taking place around a topic or issue in education

Identifies sources relevant to a topic or issue in education but may not assess them or relate them in conversation

Does not identify sources relevant to a topic or issue in education or does not assess them or relate them in conversation

**The submission:**

Formulates research questions that intervene in or report on these conversations in a focused and purposeful way

Formulates research questions that intervene in or report on these conversations in a focused way, but the purpose or application may be less thoroughly developed

May not integrate his/her research questions into the discussion of the sources

Does not integrate his/her research questions into the discussion of the sources

**The submission:**

Analyzes the methodologies and forms of inquiry appropriate to the education/teaching profession

Identifies the methodologies and forms of inquiry appropriate to education

May not specifically relate methodologies and inquiry to the field of education

Does not relate methodologies and inquiry to the field of education

**The submission:**

Considers research questions, uses specific databases, identifies reliable research, and analyzes sources for academic rigor and relevance.

Considers inquiry, uses specific databases, identifies reliable research, and analyzes sources for relevance

Uses specific databases but does not analyze the sources for rigor or relevance

Does not consider research questions, use specific databases, identify reliable research, nor analyze sources for relevance

**The submission:**

Analyzes research in relation to the writer’s questions and to practice

Analyzes the research in relation to the writer’s questions but may not be able to analyze thoughtfully in relation to practice

Does not relate the research to the writer’s question(s) or to practice

Does not analyze research not relate the research to the writer’s question(s) or to practice

**Your overall rating of outcome #1: Exemplary|Proficient|Developing|Not present**

**Outcome 2: Apply analysis of purposes, audiences, and contexts for writing to the production of written work.**

Focus:

* Recognizing what counts as knowledge in educational discourse
* Evaluating the limitations, needs, requirements of specific audiences, and making effective choices (e.g. tone, sentence length, document design) in the writing
* Recognizing the range of audiences that exist when writing for the teaching profession
* Recognizing that multiple genres exist within the discipline and accomplishing the work that these genres do within the field of education
* Contextualizing the work in a way that situates it in particular time, location, communities, etc. and avoids overgeneralizing or oversimplifying
* Analyzing theory and research and relating it to practice
* Evaluating educational problems/practices and proposing solutions and/or improvements

**The submission:**

Shows that the writer understands and uses what counts as knowledge in educational discourse (epistemological commitments)

Illustrates what counts as knowledge in educational discourse and uses it in most cases

May recognize what counts as knowledge in educational discourse but does not effectively employ that in the document

Does not recognize what counts as knowledge in educational discourse and does not effectively employ it in the document

**The submission:**

Evaluates the limitations, needs, requirements of specific audiences (lay, professional, academic, civic, etc.), and makes strategic and effective choices (e.g. tone, sentence length, document design) in his/her writing

Evaluates limitations, needs, requirements of specific audiences, and makes strategic and successful choices (e.g. tone, sentence length, document design) in the writing most of the time

Does not adapt the writing to specific audiences **or** shows choices that are not effective for a particular audience or purpose

Does not adapt the writing to specific audiences **and** does not show choices tailored to a particular audience and purpose

**The submission:**

Consistently recognizes the range of audiences that exist when writing for the teaching profession

Recognizes most of audiences that exist when writing for the teaching profession

Writes to multiple audiences associated with the teaching profession, rather than a specific audience

Does not recognize audiences that exist when writing for the teaching profession

**The submission:**

Recognizes that multiple genres exist within the discipline and accomplishes the work that these genres do within the field of education

Regularly recognizes that multiple genres exist within the teaching profession and accomplishes most of the work that these genres do within the field of education

Does not effectively adapt to various genres and does not fulfill the purpose or work of various genres

Does not adapt to nor fulfill the purpose or work of various genres

**The submission:**

Contextualizes the work in a way that situates it in particular time, location, communities, etc. and avoids overgeneralizing or oversimplifying

Shows awareness of the historical situatedness, context, and location of the field of education, communities, and genres, and most of the time avoids overgeneralizing or oversimplifying

Overgeneralizes or oversimplifies observations, insights, or assessments as a result of not situating the work in a particular context

Does not shows awareness of the historical situatedness, context, and location of the field of education, communities, and genres

**The submission:**

Analyzes theory and research and insightfully relates it to practice

Analyzes theory and research and makes some connection to practice

Inadequately analyzes theory and research or does not connect the analysis to practice

Does not analyze theory and research, nor does not connect analysis to practice

**The submission:**

Analyzes and assesses educational problems/practices and proposes solutions and/or improvements for a specific audience

Analyzes and assesses educational problems/practices and proposes solutions and/or improvements but may do so less specifically or realistically than an exemplary piece of writing

Inadequately analyzes or assesses a problem/practice or is not able to propose solutions/improvements

Does not analyze or assess a problem/practice and does not propose solutions/improvements

**Your overall rating of outcome #2: Exemplary|Proficient|Developing|Not present**

**Outcome 3: Reflect on processes for writing, reading, and analysis and consider the relationships between those processes and specific purposes, audiences, and contexts for writing.**

Focus:

* Analysis of sample texts to determine and explain audience, context, purpose, and genre-specific conventions
* Analyzing and explaining writing strategies from readings and sample texts
* Analyzing their own and others’ practices in order to give and respond to assessment feedback
* Showing self-reflexive writing on practice, values, or teaching philosophy
* Situating and analyzing the writer’s own practice and/or teaching philosophy in relation to other theorists/writers
* Commenting on the writer’s intellectual processes and practices
* Sequencing ideas/creating steps and using metadiscourse to justify or explain the writer’s choices

**The submission:**

Determines and explains audience, context, purpose, and genre-specific conventions through analysis of sample texts

Determines audience, context, purpose, and genre-specific conventions through analysis of sample texts

Does not consistently use sample texts to analyze genre specific conventions

Does not use sample texts to analyze genre specific conventions

**The submission:**

Analyzes and draws writing strategies from readings and sample texts, and can explain those choices

Draws writing strategies from readings and sample texts and can connect them

May draw some writing strategies from readings or sample texts but may not explicitly explain them

Does not draw or explain writing strategies from readings or sample texts

**The submission:**

Analyzes their own and others’ practices in order to give and respond thoroughly and effectively to assessment feedback

Can analyze his/her own and others’ practices in order to give and receive assessment feedback

Can make some observations of his/her own or others’ practices but may be less skilled at giving or receiving assessment feedback

Does not analyze their own and others’ practices and does not give or receive assessment feedback

**The writer:**

Shows self-reflexive writing on practice, values, or teaching philosophy

Can write self-reflexively on his/her own practice, values, and/or teaching philosophy but it may be more generalized than an exemplary piece of writing

Can write about his/her own practice, values, or teaching philosophy, but it will be more generalized the more effective essays

Does not show self-reflexive writing on practice, values, or teaching philosophy

**The submission:**

Can situate and analyze the writer’s own practice and/or teaching philosophy in relation to other theorists/writers

Can situate and analyze the writer’s own practice and/or teaching philosophy and can include other theorists/writers in the discussion

Will use few or no other theorists/writers in relation to his/her own practice or teaching philosophy

Does not situate or analyze the writer’s own practice and/or teaching philosophy and does not include other theorists/writers in the discussion

**The submission:**

Can comment on the writer’s intellectual processes and practices in a variety of ways and genres

Can comment on the writer’s own intellectual processes and practices

Has a hard time explaining or reflecting on his/her own intellectual processes and practices

Cannot comment on the writer’s own intellectual processes and practices

**The submission:**

Can sequence ideas/create steps and use metadiscourse to justify or explain the writer’s choices

Can sequence ideas/create steps and can explain some of the writer’s choices

Can sequence ideas/create steps but may unable to explain or justify the choices

Cannot sequence ideas/create steps and cannot explain the writer’s choices

**Your overall rating of this submission for outcome #3: Exemplary|Proficient|Developing|Not present**

**Outcome 4: Develop and apply strategies to address unintentional violations of convention of content, form, citation, style, mechanics, and syntax.**

**Focus:**

* Conveying appropriate document design
* Employing tools for self-correction, self-awareness related to writing technique, mechanics, and style (no pattern of errors)
* Attributing the work of others accurately and ethically
* Inhabiting the conventions of the chosen genres
* Using language to show ownership of the discourse of educators

**The submission:**

Shows attention to detail in specifics of document design

Conforms adequately to the basics of appropriate document design

Shows some knowledge of basic appropriate document design although it may deviate from expectations or show a lack of attention to detail;

Does not show knowledge of appropriate document design

**The submission:**

Develops and consistently employs tools for self-correction, self-awareness related to writing technique, mechanics, and style (no pattern of errors)

Regularly applies tools for self-correction, self-awareness related to writing technique, mechanics, and style; although there might be occasional errors, they will not interfere with a reader’s comprehension

Inconsistently applies tools for self-correction, self-awareness related to writing technique, mechanics, and style; the quantity or type of errors interferes with a reader’s comprehension

Does not employ tools for self-correction, self-awareness related to writing technique, mechanics, and style (no pattern of errors)

**The submission:**

Attributes the work of others accurately and ethically when appropriate

Regularly attributes the work of others accurately and ethically; although there might be an occasional citation error, most citations are done correctly

Usually attributes the work of others but may not accurately or ethically cite it; shows lack of attention to detail with citation conventions

Does not attribute the work of others accurately nor ethically

**The submission:**

Consistently shows the writer’s familiarity with the conventions of the chosen genres so that the writer may perform effectively and awesomely and inhabit the conventions of these genres)

Shows the writer’s basic familiarity with the conventions of the chosen genres so that the writer may consistently inhabit the conventions of these genres

Does not regularly inhabit the conventions of these genres

Does not inhabit the conventions of these genres

**The submission:**

Uses language to show ownership of the discourse of educators

Uses appropriate language/diction for the field of education

Does not regularly use appropriate language/diction for the field of education

Does not use language/diction to show ownership of the discourse of educators

**Your overall rating of this of outcome #4: Exemplary|Proficient|Developing|Not present**

**Your OVERALL rating of this submission:**

**Exemplary|Proficient|Developing|Inadequate**